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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**Newton Farm Primary School and Nursery**

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| **Standards and Quality Report Session 20/21** |
| **Our School *(Roll/context etc)***   * Our school has now been open since August 2017 currently with a roll of 5 pupils from P1 -7. We have 16 mainstream and 4 supported classes. We will have an additional 2 classes in the new session and the school will be extended, creating 7 new classrooms for the future. Pupils travel by bus and car as well as walk to school. We also have pupils who are escorted to school by taxi. We have a Nursery centre which is open throughout the year from 8am – 6pm. Newton Farm is an area that continues to be developed with new housing surrounding the school and further housing and development planned for the years ahead |
| **Key Successes/Challenges and Achievements Session 2020/21**   * Systems created supported pupils, families and staff. These allowed learning to continue whether pupils were at home, in Hubs or in school. * Use of technology enhanced learning and helped maintain relationships * Safe systems in place to helped keep school users well and minimised disruption due to COVID 19 * Outdoor learning developed further during session * Overall pupil progress continued to develop as expected and targeted support was available to support pupils on return to school. * Success in First Ministers Reading Challenge - award acknowledged our promotion of reading for enjoyment during this session. * Staff CLPL in and then use of technologies had a positive impact on staff, pupils and families * Challenges – managing safety measures in an ever changing climate, access to online materials due to internet issues in school and elsewhere, maintaining and making best use of collegiate time in a very different environment. |
| **Remote Learning Jan-March 2021**  ***Google Classrooms were in place for all pupils and were promoted through direct contact with pupils and families. GC were used for learning, initially H & WB, Literacy and Numeracy and this was then extended to other curricular areas that were suitable for this method of teaching. They were also used for face to face check ins with staff and pupils, allowing a daily time/s where pupils could ask questions, share news, enjoy a story or discuss what they were reading together. GC were also used for weekly assemblies where teaching would take place on local / world events, Makaton, H & WB and reading for enjoyment. NCCT teachers posted lessons on PE and RME and some staff delivered lessons for a pupil in Braille. Engagement was monitored daily and contact made with families who were not engaging or were having difficulties. IT equipment was provided by SLC for all pupils who requested chrome books or dongles. Support was provided for online learning to all parents who contacted us and also as a result of SMT calls to families who were not engaging with GC. Paper packs were also provided when required. SMT kept in contact with all families highlighted and with all pupils receiving support. Almost all pupils in mainstream classes engaged during this time, the number varied in each class and at certain periods of time. Between 2 and 10 pupils in each class recorded low or no engagement. These pupils were then contacted by their teachers and then SMT to check on wellbeing, highlight the importance of learning continuing and offer further IT support or paper packs for learning. This provided opportunities to strengthen relationship with families and gave an insight into how the child was coping being out of school and allowed staff to suggest further supports if required. IT proved to be the biggest challenge as internet links were not always good but both staff and families managed as best they could. Staff took the opportunity to develop their own IT skills and 15 are now Google certificated and are continuing their own development which has had a positive impact on their teaching skills. We used the information gathered from this period to plan next steps for the last term and had a focus for targeted pupils on return to school.*** |
| **Planning for and Evaluating improvement**  ***As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.***  ***What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.*** |

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| **Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality | **Recovery Priority**  These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **Key Recovery Tasks**  **(School specific)**  This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would look like and how it will be measured. |
| **Theme:** Whole School Wellbeing  **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.  A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices.  Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.  It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.  Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence. | **Schools need to:**   * Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. * Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. * Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. * Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. * Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. * Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. * Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. * Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted. | **Key Recovery Tasks (school specific)**  Continue to provide a welcoming and secure environment where children feel relaxed, happy and safe.  Gather information on pupil experience of lockdown and feelings about returning to school using a variety of known resources such as Emotion Works and new materials such as the Attachment Strategy. Any child needing support will be highlighted and plans put in place.  Benchmark assessments will also highlight any pupil who has gained new skills and this information will be added to future plans.  Attachment Strategy and Emotion Works used as our main tools while reconnecting with pupils. A whole school roll out can take place in august as all staff have had the initial awareness raising session. Parents and stakeholders made aware of this and asked for input and their views.  Staff training session planned across the session do further develop our knowledge and understanding and our delivery to pupils.  All school partners are involved in planning supports for pupils and families as required. Information is shared in an appropriate manner and parents are kept fully involved in any additional supports put in place. Regular reviews help to update parents and gather their feedback and opinions.  Staff continue to be supported throughout. SMT regularly check in with staff and offer help and support as required. Contingency plans are in place in case of staff absence from the building or from their teaching commitment.  Planned staff meetings and a variety of forms of communication are in place to allow consultation to take place. Any new developments or plans are put in place in a collegiate manner. | **Desired Outcomes and Impact**  All pupils relaxed and happy in school  Pupils share feelings on being in school and any child who needs support has it put in place.  All staff are using the SLC Attachment guidance and have completed the online awareness training session.  All information gathered is used to plan next steps for pupils.  All staff are trained and familiar with Emotion Works tools and the Attachment Strategy.  A team approach is in place to support pupils and families involving all appropriate partners and stakeholders.  Staff are supported by colleagues and SMT and feel included and involved in decisions that are made.  Staff communication and planned meetings encourage collegiate working throughout the school. |
| **Theme:** HWB CURRICULUM  **Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.  Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.  Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity. | **Schools need to:**   * Contextualise the ’Reconnection & Recovery’ guidance to develop a recovery curriculum within a unique context. * Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing * Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. | The curriculum is developed using the information gathered on pupil experience during lockdown.  School planning formats are used to gather information, share progress and raise awareness of pupil need.  All Right based approach in school allows pupils to be involved in a variety of tasks to allow them to have a say in how our school develops in the year ahead, especially taking into account issues raised by Covid. | Staff work collegiately to plan and deliver and appropriate curriculum for all pupils.  Tracking and monitoring meetings are used to discuss pupil progress and plan next steps as well as highlight any areas of concern.  Information gathered by pupils will be used in planning and development tasks over the school year. |

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| **Improvement Priority 1 - Health and Wellbeing**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| All pupils were supported throughout the session and especially during the return to school. Class teachers focussed on H & WB for the first week back in class and assessed how pupils were feeling. 27 pupils from P1-3 were highlighted for Nurture work with our PT, their parents were included in this process and also provided information on how the pupils were at home. All information gathered was used to plan next steps for pupils. Pupils from P4-7 who required support were highlighted to SMT and were supported by DHTs. Time to talk was allocated as required and again in partnership with their parents any required additional strategies were put in place.  PT leading on delivery of Nurture sessions to identified pupils and on support for staff on using Nurture principles across the school. A drop in session for staff was held. Inside I’m hurting by L Bomber purchased for all staff. Nurture week held to promoting Nurture across the school. Shared drive set up to share resources, CLPL materials and feedback from pupils. Blether benches set up by pupils.  On return some pupils shared feelings anxious and worried about being in school. Pupils and families were supported by the school team and by other stakeholders e.g. Ed Psychologist during this session. As in school meeting were not possible contacts were different but Teams meetings and telephone conversations took place with all relevant parties to ensure that plans were in place for pupils as required  All teaching staff have used Emotion Works throughout the session and this was an essential toolkit while reconnecting with pupils. Both Attachment Strategy training sessions have now been attended by all staff. Attachment strategy will continue to be a focus in the year ahead now that all training is complete.  .  Staff meetings have continue to be held through Teams and individual meetings. Staff continue to be supported by colleagues and SMT and feel included and involved in decisions that are made.  Staff communication and planned meetings encourage collegiate working throughout the school.  Staff work collegiately to plan and deliver and appropriate curriculum for all pupils.  Tracking and monitoring meetings are used to discuss pupil progress and plan next steps as well as highlight any areas of concern.  Information gathered by pupils will be used in planning and development tasks over the school year. After feedback from pupils that some of theme felt anxious about being back in school, a pupil COVID focus group was set up to answer questions raised by pupils in each class and met with the HT to discuss these issues and find ways to reassure pupils. | Emotion Works was used throughout the school. Parents saw this in action during home learning and commented on GC on how pupils were using the language at home and how helpful it had been. Pupils have included EW in cross curricular learning and chose to discuss some of their work during learning talks with HT. Staff have found this a very effective way to help pupils discuss the changes that have taken place this year and also help them settle back into school. Pupils enjoy talking about the cogs and how they help them understand their feelings and the feelings of others.  ***Staff comment…***  The children have a great knowledge of the language associated with feelings from the Emotion Works programme. They regularly talk about triggers and regulation strategies and I was so impressed with how they could use this to explain their ‘feelings thermometers’. J was so proud of his and pleased that he was able to share it with the class. I often hear L say to A, “Just count to ten or take deep breaths. That will help you feel better.”  Staff drop in session was well attended and CLPL reading material has been given very positive feedback. Nutrure principles used in all classes.  Nurture groups have been successful and all pupils have had a calm and settled time in class. A base (den) has been set up for our Nurture work.  ***Staff comment…***  I have noticed a huge difference in confidence amongst the children who go to the den. One child in particular who is EAL is much more vocal, speaking up now and initiating more conversation with the other children.  ***Parent comment…***  I have a p1 coming back on Monday and already his teachers have began to prepare the children for this return. I would also like to thank …from the office who took a call from me following the announcement of the return for p1s as this made me extremely anxious due to my son taking considerable time to settle into P1 before lockdown hit again, she was amazing and very reassuring and made me feel much more settled after our chat.  Wellbeing support for staff was a focus for the senior management team. Guidance was issued to staff on organisation of the school day. Communication was focussed on Teams pages to make it easier for staff to both access and return to information. Staff worked together in stage groups for planning and supported each other through sharing of resources – shared Google Drives, sharing tips on delivering online learning and humourous stories of what happened when things didn’t go to plan. SMT planned and delivered lessons that could be used by multiple classes. During informal chats between SMT and class teachers or during tracking and monitoring meetings, sharing information on pupils allowed interventions to be put in place timeously to support staff and pupils. SMT also supported staff by check in calls during home learning and staff meetings on Teams. SMT regularly thanked staff for their work and staff felt supported  **Staff comment** …  Thank you for your continued support this year.  A pupil COVID focus group was created and pupils from all classes from P4-7 were involved in making decisions on our playground zones and in how we share information with pupils. The group commented that they felt happier knowing how decisions were made and they felt calmer when in school.    ***Parent comment…***  *I wanted to send an email to thank yourself and your entire team for all the hard work and dedication to home learning.*  *It was evident that your staff team went above and beyond to help the children cope in such difficult circumstances. The time taken to prepare lessons and also meet the children via google meet on a daily basis has been phenomenal and appreciated.* | Launch a whole school Nurture approach. Full time Nurture teacher in place. Pupils and all stakeholders involved in feedbcak on progress.  Use of Paul Dix strategies to continue - have a consistent approach across all classes  Attachement strategy, Lifelines training for SMT and Emotion Works all to be used to support pupils and families.  Staff wellbeing will continue to be a focus in the new session and will be built into meetings / training  All pupil groups and pupil leadership roles will continue next session. The COVID group will continue if restricions remain in place. |

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| **Improvement Priority 2 - Planning for Equity** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **2.4** Personalised Support   * Universal Support * Targeted Support * Removal of barriers to learning   **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **Key Recovery Tasks (School specific)**  This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would look like and how it will be measured. |
| **Theme:** Re-identifying the poverty-related attainment gap.  **Rationale:** To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning. | **Schools need to:**   * Consider the experiences learners have had during the school closure period, drawing on for example: * Engagement data * Home-school communication * Home-learning submissions * Engagement at hubs * Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: * Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) * Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) * Engagement (e.g. Leuven scale, observational data) * Participation (home-learning participation data)   Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.   * Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. | **Key Recovery Tasks (school specific)**  Teachers carry out benchmark assessments in each class for Literacy and Numeracy and H & WB.  We will use a variety of resources to carry out this data gathering exercise. | **Desired Outcomes and Impact**  Plans will be put in place at both class and school level to meet pupil needs and minimise the gap.  Tracking and monitoring meetings will take place with a firm focus on the data available and reviewing progress made. |
| **Theme:** Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.  **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended. | **Schools need to:**   * Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. * Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. * Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. * Review staff training needs. * Review current partnership working. * Consider how you will measure and evidence impact; plan this into home and school approaches. * Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the [EEF covid-19](about:blank) resources helpful when considering this. | Once data has been gathered we will consult with all stakeholders to before compiling our PEF plan in detail.  We will use all available advice and guidance.  Professional dialogue with staff will be ongoing and approaches to closing the gap will be agreed and followed by all.  Staff CPD will be reviewed and updated appropriate.  Partnership working will continue and new partnership set up as appropriate.  Questionnaires will be used to review the impact of home learning with our group of identified pupils. | Carry out plan as detailed, review regularly and provide feedback as required to relevant stakeholders. |
| **Theme:** Tracking and monitoring impact of equity approaches.  **Rationale:** To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact. | **Schools need to:**   * Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. * Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. * Consider points in planning section to find alternative approaches. | Tracking and monitoring will be carried out in a planned programme throughout the academic year. | Information gathered will inform future planning and adjustments of PEF spend |
| **Theme:** Cost of the School Day  **Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren’t before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints. | **Schools need to:**   * Revisit [Child Poverty Action Group Website](about:blank) * Read [CPAG article](about:blank) on impacts of school closures. * Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. * Consider how you will equip learners with the tools required to undertake home-learning. * Consider how our actions can inadvertently alienate families in poverty. * Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. * Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. * Consider staff training needs – ensure ***all*** staff are consistent in their approach to poverty. * Consider what changes will need to be made to the school calendar in light of changes to family income. | CoSD Position Statement will be reviewed and updated as required, in partnership with all stakeholders.  Reviewed statement will be shared with all stakeholders.  Staff training will be updated a required.  Continue to develop relationships with families to facilitate sharing of information in a sensitive manner to allow them to ask for support if required.  Use social media and school communications to signpost supports to all parents allowing them to access services anonymously if that is what they prefer to do. | CoSD Statement will influence all future planning. School calendar will be planned following this guidance. Parents, pupils and staff will be aware of the statement and its impact. |

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| **Improvement Priority 2 - Equity**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| Assessments were carried out in each class for H & WB ,Literacy and Numeracy in a balanced and staged way using a variety of resources. Class teachers were able to judge how their pupils were and used information on engagement with home learning to gauge where pupils needed to re-engage with learning. H & WB was the main focus for the first week and then other areas were added. The data gathered was used to plan next steps for pupils and staff looked for new skills pupils had gained as well as where there were gaps in learning or well being.  Reading for enjoyment was a focus and pupils and staff used this throughout the year to help maintain skills and as a way to have a calm time at home or in school.  Tracking and monitoring meetings took place with a firm focus on the data available and reviewing progress made.  Our PEF plan was created following discussion with parents, staff and pupils. A focus on H & WB and Literacy was put in place and carried out as well as we could during home learning. We looked for alternative resources such as online reading schemes to enhance the adding experience of pupils at home and allow learning to progress.. Following professional dialogue with staff, the plan was adapted to include outdoor learning and IT as we adapted how we delivered learning throughout the session. We bought in additional staffing to support pupils in school and at home. We used additional staffing to allow our PT to support pupils through Nurture in a carefully managed way while still following COVID guidelines. We used all available advice and guidance to help us manage this process. Tracking and monitoring meetings gathered information that informed planning throughout the year and adjustments to the PEF plan.  CoSD Statement continued to influence our planning. Although the school calendar did not go ahead as planned, any events were very focussed on CoSD. Parents, pupils and staff were made aware of the statement of the decisions we made.. | 27 pupils accessed Nurture input this session. Short time scale involved. Most pupils will continue with some input in new session. Lego therapy also used with 2 pupils  ***Staff comments…***  The children love going to the den and are always excited about engaging in the activities there. They are more able to identify emotions and talk about them more openly in class. Feedback from one parent has been so positive about their child’s experience in the nurture group.  Awareness of nurture has improved massively and it is really positive that this is being invested in even more next year. The den is a great idea to have a base. Although the current restrictions have made it hard this year, we are definitely moving in the right direction.    ***Pupil comments…***  We do art and get to make stuff to learn about our feelings  We do the feelings tree and get hot chocolate.  I like it in the den because it is quiet.  New online reading scheme purchased and used successfully at all appropriate stages. Books bought for class libraries and reading increased across the school. Pupils surveyed. Successful entry into FMRC All pupils reading for enjoyment in school and many more reading at home.  ***Pupil comments…***  I have loved reading my Bug Club books I am always excited to see what book has been added on a Monday (P1)  Almost all pupils remain on track with their targets and teachers are pleased with progress pupils have made during this fragmented session. Pupils in our supported classes and some identified pupils in our mainstream classes are working on their targets with appropriate support.  Information gathered from all classes show that almost all pupils are on track with their targets. Supports in place have been beneficial and for the small number of pupils in each class who will require further input, plan will be in place to continue from August.  Enterprise at Christmas – voluntary donation for goods ordered, not set cost. No charge for Book week events/gifts. Input at all PC meetings to ask that parents not eb asked for school donations at this time. | PEF funding used for staffing next session to allow PT to carry out Nurture work full time  Reading and writing will be a focus again for our highlighted pupils.  CoSD promoted with all stakeholders again in the new session. Information not availabe as yet on impact of COVID on failies financial situations. Support and information on advice abvailabe to be shared with aprents through school media sources. |

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| **Improvement Priority 3 - Continuity of Learning** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  2.2 Curriculum   * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work   2.3 Learning, teaching and assessment  assessment   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.  Links are included where appropriate.  **Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase ‘curriculum models’ for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.** | **Key Recovery Tasks (School specific)**  This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would like and how it will be measured. |
| **Theme:** Learning In School  **Rationale:**  *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,*  *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible*  *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”* **The Recovery Curriculum, Think Piece**  Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.  Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.  This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.  It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.  Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers . | **Schools need to:**   * Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. * Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. * Consider if communal and social areas could be repurposed to provide additional learning space.   [https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/](about:blank)   * Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. * Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. * Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) * Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. * Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. * Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. * Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. * Consider how to take account of parental views and pupil voice when developing the learning in your school. | **Key Recovery Tasks (school specific)**  Classes allocated using a maximum of 14 pupils per classroom, 32 in hall and 18 in community wing. Straight split of classes was not possible due to high numbers in some rooms so stages were split to accommodate social distancing guidance  Teachers plan to deliver Literacy, numeracy and H & WB curriculum in school and focus on other curricular areas for blended learning. Whole school events covered through GC and managed by SMT. Specialist teachers add tasks to GC and supplement resources in school if necessary e.g. French.  Teachers carry out benchmark assessments in each class for Literacy and Numeracy and H & WB. Ongoing AiFL strategies and teachers produced assessments used to monitor progress. We will use a variety of resources to carry  out this data gathering exercise. Monitoring of engagement with GC will continue and close contact with parents as took place during lockdown. This will help us gather information to help us plan and provide support as required.  CLPL will be provided on an ongoing basis using resources from SLC, in school training and other providers. This will take place in a blended way through in house drop in sessions, online learning and team meetings and professional reading and engagement.  Pupils and parents will be kept up to date with regular communication through Google Classrooms, our Blog and Twitter feed and home school communications.  Questionnaires will be issued in the new term to gauge what support is required and how the changes are helping learners progress. | **Desired Outcomes and Impact**  Pupils and staff to return to a safe area. All school users feel confident that procedures are being followed. And the RA and guidance is fully utilised.  All available, safe areas in school are allocated for pupil learning and support following RAs guidance.  Almost all aspects of the curriculum are covered by the blended learning approach. Parents are familiar with the plans and know where to access support if required.  Wednesdays are used for collegiate planning and support. Teams meetings are used to have department meetings or stage meetings to ensure continuity across the school. These sessions are also used to moderate and track pupil progress and highlight any pupil needs.  Benchmarking information is used to plan next steps and plan for supports for individual pupils. Information is shared with SMT and relevant specialist staff. Plans are used to track and monitor  delivery of supports and progress made. Reviews of pupil needs take place in a planned way throughout the session.  Staff share skills and knowledge to support each other and develop the skills base in the school.  Feedback from parents shows supports in place are effective and meeting pupil / family need. |
| **Theme:** Learning At Home  **Rationale:**  A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.  While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.  Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty. | **Schools need to:**   * Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. * Can staff who are shielding work on developing and leading on online learning opportunities? * Take account of the existing resources you have access to and how these can be used to support learning at home. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. * Review and plan how you will deliver and set work at home and how feedback will be given to learners. * Establish a baseline on the number of pupils and staff who have home access to ICT. * Consider how to take account of pupil voice in their learning at home. * Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. * Consider how you will measure and track engagement with home learning | Home learning will be planned using a mix of both physical resources being issued to continue class based lessons at home and GC.  Any staff who are shielding will be asked to plan and post tasks on GC for specific groups of pupils or curricular areas.  Information gathered during lockdown will help us plan and deliver online learning. Returning staff have all now been trained in the basics of GC so will be familiar with the system on our return. New staff will be supported with this if they do not have the knowledge required to set up and run the GC for their pupils.  AiFL strategies will be used to deliver effective feedback to pupils.  Pupil leadership groups will be established and these groups will be asked to gather information on pupil voice in the new session.  Monitoring of engagement with GC will continue as will close contact with parents as took place during lockdown. | Blended learning follows advice from SG/ SLC and agreed local practice.  Staff are allocated tasks according to the own H & WB and ability to be in school or home working. All staff are involved in planning and delivering learning to our pupils and supporting our families.  All pupils engaging fully in blended learning tasks using the resources they have available or that are provided by school / SLC.  Regular feedback shared with pupils and progress tracked.  Pupil voice involved in planning for the term ahead and for reviewing progress so far.  Systems in place continue to be used to monitor and review pupil engagement. |

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| **Improvement Priority 3 - Continuity of Learning**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| Pupils and staff to returned to school and followed guidelines in place. All school users feel confident that procedures are being followed. RA and guidance is fully utilised. All available, safe areas in school are allocated for pupil learning and support following RAs guidance. Hall is not used and all PE takes place outdoors.  Home learning followed advice from SG/ SLC and agreed local practice.  Staff were allocated tasks according to the own H & WB and ability to be in school or home working. All staff were involved in delivering learning to our pupils and supporting our families. Google Classrooms were put in place for all pupils and were promoted through direct contact with pupils and families before schools closed. GC had already been used for homework tasks so pupils were familiar with them. GC were used for learning, initially H & WB, Literacy and Numeracy and this was then extended to other curricular areas that were suitable for this method of teaching. Parents and carers were given information on how to access Gc and what it would be used for. This information was updated and reinforced as time went on and support was given to families as required. They were also used for face to face check ins with staff and pupils, allowing a daily time/s where pupils could ask questions, share news, enjoy a story or discuss what they were reading together. GC were also used for weekly assemblies where teaching would take place on local / world events, Makaton, H & WB and reading for enjoyment. NCCT teachers posted lessons on PE and RME and some staff delivered lessons for a pupil in Braille.Regular feedback was shared with pupils and progress tracked.    Time on Wednesdays was used for collegiate planning and support. Teams meetings were used to have department meetings or stage meetings to ensure continuity across the school. Individual meeting with teachers and SMT were also held. These sessions were also used to moderate and track pupil progress and highlight any pupil needs. Benchmarking information and other assessment material was used to plan next steps and plan for supports for individual pupils. Information was shared with SMT, parents and relevant specialist staff as required.  Reading for enjoyment was a focus and pupils and staff used this throughout the year to help maintain skills and as a way to have a calm time at home or in school.  Staff share skills and knowledge to support each other and develop the skills base in the school.  Feedback from parents shows supports in place are effective and meeting pupil / family need.  Pupil voice involved in planning for the term ahead and for reviewing progress so far. | Low level of pupils and staff having to self isolate as a result of being a close contact. No in school spread of infection.  Engagement was monitored daily and contact made with families who were not engaging or were having difficulties. IT equipment was provided by SLC for 59 pupils who requested chrome books and / or dongles. Support was provided for online learning to all parents who contacted us and also as a result of SMT calls to families who were not engaging with GC. Paper packs were also provided when required. SMT kept in contact with all families highlighted and with all pupils receiving support. Almost all pupils in mainstream classes engaged during this time, the number varied in each class and at certain periods of time. Between 2 and 10 pupils in each class recorded low or no engagement. These pupils were then contacted by their teachers and then SMT to check on wellbeing, highlight the importance of learning continuing and offer further IT support or paper packs for learning.  This provided opportunities to strengthen relationship with families and gave an insight into how the child was coping being out of school and allowed staff to suggest further supports if required.  On return to school, all classes focussed on for H & WB ,Literacy and Numeracy and assessments were carried out in each class in a balanced and staged way using a variety of resources. Class teachers were able to judge how their pupils were and used information on engagement with home learning to gauge where pupils needed to re-engage with learning. H & WB was the main focus for the first week and then other areas were added.  Me as a reader survey for all pupils.  DEAR time in all classes daily. Teacher Readers Book Week events feedback  Reading Ambassadors  ***Parent comments…***  It’s been great to see my child become enthused by books and wanting to read new books.  My olderst child(P1) confidently reads to his younger siblings and this has had a very positive impact on their relationship  ***Pupil comments…***  I was excited to open my Blind Date with a Book. I chose comedy because I like funny books.  I used not to be a big reader at home but now I’m better because I enjoy it when my teacher reads in class…now I know what genre I like  Staff took the opportunity to develop their own IT skills and 15 are now Google certificated and are continuing their own development which has had a positive impact on their teaching skills.  This session members of teaching staff have asked to take on leadership roles for Maths, PE, STEM, Literacy, Outdoor Learning and Emotion Works. They have worked with colleagues to develop planners, source and purchace resources and support colleagues throughout the session. Their work has helped reduce workload, tackle beuraucracy and ensures a consistency of delivery of the curriculum across the school.  Many parents were very supportive of the school and thanked staff for the information they shared, lessons they provided and support they gave to families. Some parents would like future general communication to be more focussed on the school app as it is more convenient.  ***Parent comment…***  The preparation that has gone into …. lessons has been incredible and their hard work has made our lives as working parents so much easier.  The feedback which they have given has been appreciated and he loved the variety from the voice messages to the written comments.  It was lovely to see how they engaged individually with all the pupils during the google meets.  Pupil led work…  Covid focus group as mentioned above, our Reading Ambassadors led Book Week and events around reading for enjoyment which led to a successful entry in the First Minister’s Reading Challenge, Head Boy and Head Girl had limited duties this session but were involved in the COVID group. Pupil leaders helping with sports challenges during Health week. Thistle group launching Blether Benches and our wildlife garden. Pupils in P3-7 had learning talks with HT to share how they have improved this session. Almost all pupils confident in sharing how they have improved in more than one area this year. | Guidelines in place according to National advice in August  A refresh on use of AiFL strategies to deliver effective feedback to pupils. Teaching and Learning handbook to be developed.  Number talks and Mathletics used across all classes.  Sports Scotland Award to be maintained.  Outdoor learning to be a main focus once again. Parents involved when possible.  Reading to be again built into all that we do. Join Reading Schools when FMRC ends.  NLC Writing programme incuded as it was in previous SIP.  New planning and tracking tool for Supported Classes to be introduced as an authority wide target.  More focuss on communication in the new session using all avaiable sources – School App, Blog, Twitter and pupil bag posts.  Parents involved in review of our curriculum rationale.  Pupil groups all relaunched – Pupil Council, Head Pupils, House Captains and Vice Captains, Eco Committee. House groups relaunched and pupils involved in review of our curriculum rationale.  Re-establish pupil leadership groups and promote with pupils and families how pupils are involved in decision making in school, in the community and globally. |